

School Board of Levy County

Chiefland Middle High School



2019-20 Schoolwide Improvement Plan

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Chiefland Middle High School

808 N MAIN ST, Chiefland, FL 32626

<http://www.levyk12.org/schools>

Demographics

Principal: Matthew Mclelland

Start Date for this Principal: 6/6/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: B (57%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Levy County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the faculty of Chiefland Middle High School, believe our purpose is to challenge and prepare students to become productive, responsible citizens. We will encourage students within a caring and challenging community to set achievable goals and strive to reach these goals through personal excellence.

Provide the school's vision statement.

CMHS students will achieve personal success in their learning and become responsible and productive citizens.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mclelland, Matthew	Principal	<ul style="list-style-type: none"> - School Leader - Facilitates PST's - Gathers Schoolwide Data
Crawford, Michelle	Instructional Coach	<ul style="list-style-type: none"> - High School Reading Coach - Gathers Grades 9-12 data - Assists Teachers with reading support
Flemming, Jan	Teacher, K-12	<ul style="list-style-type: none"> - Instructional Facilitator for ELA
Parks, Stephanie	Teacher, K-12	<ul style="list-style-type: none"> - Instructional Facilitator for math
Perez, Valerie	Teacher, K-12	<ul style="list-style-type: none"> - Instructional Facilitator for history
Brady, Michelle	Teacher, K-12	<ul style="list-style-type: none"> - School Improvement Coordinator - Instructional Facilitator for ELA
Ebert, Robert	Assistant Principal	<ul style="list-style-type: none"> - School Leader - Facilitates PST's - Gathers Schoolwide Data
Bray, Jennifer	Assistant Principal	<ul style="list-style-type: none"> - School Leader - Facilitates PST's - Gathers Schoolwide Data
Corbin, Katie	Instructional Coach	<ul style="list-style-type: none"> - Instructional Coach - Graduation Coach - Gathers Grades 9-12 data
Edison, Teri	School Counselor	<ul style="list-style-type: none"> - Middle School Counselor - Gathers attendance, grade and mental health data
Drummond, Stacy	School Counselor	<ul style="list-style-type: none"> - High School School Counselor - Gathers attendance, grade and mental health data
Fields, Amy	Teacher, K-12	<ul style="list-style-type: none"> - Instructional Facilitator for science

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	115	120	114	120	109	113	104	795
Attendance below 90 percent	0	0	0	0	0	0	27	16	15	20	9	28	16	131
One or more suspensions	0	0	0	0	0	0	6	19	20	12	8	11	8	84
Course failure in ELA or Math	0	0	0	0	0	0	6	2	4	3	12	14	14	55
Level 1 on statewide assessment	0	0	0	0	0	0	25	27	25	24	30	38	13	182

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	90	92	90	101	87	98	89	647

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	0	0	0	0	0	8	3	11	4	0	20	46
Students retained two or more times		0	0	0	0	0	0	4	1	3	4	0	9	21

FTE units allocated to school (total number of teacher units)

47

Date this data was collected or last updated

Sunday 8/11/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	24	16	17	16	25	37	26	161
One or more suspensions	0	0	0	0	0	0	1	28	21	10	17	16	6	99
Course failure in ELA or Math	0	0	0	0	0	0	7	25	21	14	52	41	23	183
Level 1 on statewide assessment	0	0	0	0	0	0	52	28	31	23	34	34	13	215

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	114	84	98	96	102	110	87	691

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	24	16	17	16	25	37	26	161	
One or more suspensions	0	0	0	0	0	0	1	28	21	10	17	16	6	99	
Course failure in ELA or Math	0	0	0	0	0	0	7	25	21	14	52	41	23	183	
Level 1 on statewide assessment	0	0	0	0	0	0	52	28	31	23	34	34	13	215	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	114	84	98	96	102	110	87	691

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	0%	56%	42%	0%	53%
ELA Learning Gains	47%	0%	51%	48%	0%	49%
ELA Lowest 25th Percentile	39%	0%	42%	36%	0%	41%
Math Achievement	55%	0%	51%	52%	0%	49%
Math Learning Gains	51%	0%	48%	54%	0%	44%
Math Lowest 25th Percentile	45%	0%	45%	45%	0%	39%
Science Achievement	54%	0%	68%	58%	0%	65%
Social Studies Achievement	72%	0%	73%	80%	0%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	115 (0)	120 (0)	114 (0)	120 (0)	109 (0)	113 (0)	104 (0)	795 (0)
Attendance below 90 percent	27 (24)	16 (16)	15 (17)	20 (16)	9 (25)	28 (37)	16 (26)	131 (161)
One or more suspensions	6 (1)	19 (28)	20 (21)	12 (10)	8 (17)	11 (16)	8 (6)	84 (99)
Course failure in ELA or Math	6 (7)	2 (25)	4 (21)	3 (14)	12 (52)	14 (41)	14 (23)	55 (183)
Level 1 on statewide assessment	25 (52)	27 (28)	25 (31)	24 (23)	30 (34)	38 (34)	13 (13)	182 (215)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	41%	-1%	54%	-14%
	2018	46%	35%	11%	52%	-6%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	51%	37%	14%	52%	-1%
	2018	54%	41%	13%	51%	3%
Same Grade Comparison		-3%				
Cohort Comparison		5%				
08	2019	43%	36%	7%	56%	-13%
	2018	54%	48%	6%	58%	-4%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
09	2019	51%	50%	1%	55%	-4%
	2018	37%	40%	-3%	53%	-16%
Same Grade Comparison		14%				
Cohort Comparison		-3%				
10	2019	46%	50%	-4%	53%	-7%
	2018	37%	38%	-1%	53%	-16%
Same Grade Comparison		9%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	45%	14%	55%	4%
	2018	61%	41%	20%	52%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	68%	55%	13%	54%	14%
	2018	73%	56%	17%	54%	19%
Same Grade Comparison		-5%				
Cohort Comparison		7%				
08	2019	29%	29%	0%	46%	-17%
	2018	61%	38%	23%	45%	16%
Same Grade Comparison		-32%				
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	43%	0%	48%	-5%
	2018	43%	44%	-1%	50%	-7%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	66%	-6%	67%	-7%
2018	54%	58%	-4%	65%	-11%
Compare		6%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	72%	10%	71%	11%
2018	84%	73%	11%	71%	13%
Compare		-2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	68%	-3%	70%	-5%
2018	71%	66%	5%	68%	3%
Compare		-6%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	57%	2%	61%	-2%
2018	52%	44%	8%	62%	-10%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	53%	-12%	57%	-16%
2018	50%	48%	2%	56%	-6%
Compare		-9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	44	48	29	41	36	29	42		91	60
ELL	60	36		60	70						
BLK	20	27	35	27	34	43	24	43			
HSP	60	41		67	58	36	79	55	73		
MUL	18	12		39	31						
WHT	51	51	39	58	53	48	57	79	68	95	76
FRL	42	43	41	53	50	40	49	62	68	88	73

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	24	16	24	43	31	19	37		89	41
BLK	20	33	38	27	41	36	25	67		86	50
HSP	62	52		66	73		61	88	36		
MUL	44	47		45	53						
WHT	51	50	34	65	68	54	52	79	44	91	75
FRL	42	45	36	55	62	48	44	74	27	87	62
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	26	33	17	40	34	13	48		93	50
ELL		50		10	42						
BLK	19	35	26	37	50	46	20	71		100	10
HSP	37	55	46	43	56	50	36	64			
MUL	33	38		53	60		45				
WHT	47	50	38	55	55	45	67	82	38	94	80
FRL	34	43	32	47	53	46	49	76	29	92	63

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	648
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Chiefland Middle High School 2018- 2019 FSA results indicate that our lowest-performing component falls on ELA proficiency score of lowest 25 percentile. CMHS lowest 25% quartile scored 37% proficient in ELA during the 2017-2018 school year and 39% for the 2018-2019 school year. Students in the bottom quartile have scored consistently and significantly below the district and state (42%) in ELA proficiency for the past 4 years. Contributing factors consist of poor attendance, gaps in students knowledge of content standards, staff turnover in the Language Arts Department, large class sizes, along with behavior and discipline issues for this group.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Chiefland Middle High School's greatest decline from the 2018-2019 school year is in Math Learning Gains. Math Learning Gains decreased from 64% proficiency to 55% proficiency. The trend of growth for Math Learning Gains for CMHS has shown an increase over the past 4 years. Contributing factors to the decline are a result of reduced instruction time. The Middle grades 6-8 adjusted from a block time of 120 minutes to a traditional time of 60-minute classes.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science indicated the largest gap when compared to the state average. CMHS students scored at a 54% achievement level compared to the state average of 68% proficiency. CMHS showed an increase of 5 points from (49) to (54) in Science achievement levels for the 2018-2019 school year but has consistently scored below the state average. Contributing factors to the gap and below-average trend consist of high turn over rate of science teaching staff, large high school class sizes, gaps in students knowledge of standards, and core curriculum/ standards being deviated from within the classroom instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle School Acceleration points reflected the most growth from the prior school year. CMHS grew from a 38% achievement level to 70%, a 32 point increase. CMHS added additional Algebra 1 courses to their schedule with increase number of students testing at an accelerated rate with many who were successful. CMHS also improved its focus on standards-based instruction in this component by implementing a blended math curriculum using Edegunity and Algebra Nation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

CMHS EWS data indicates the most prevalent areas of concern are the attendance rate below 90% and the level 1 achievement percentages on state testing.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA lowest 25%
2. Attendance
3. Discipline
4. Science Achievement
5. Math Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25 Percentile
Rationale	Chiefland Middle High School FSA results show a trend of low-performance data in ELA proficiency for our bottom 25% quartile of students. Test results indicate a need for a focus on data-driven, purposeful, rigorous standards-based instruction for all students with an emphasis on the subgroups of CMHS African American population and Multiracial population. FSA results reflect that 36% of the CMHS's African American and Multiracial population in our lowest 25% quartile were not proficient on the 2081-2019 ELA FSA.
State the measurable outcome the school plans to achieve	The target for the 2019-2020 school year is to increase ELA achievement in the lowest 25% quartile of students from the 2018-2019 39% to 45% proficiency level. The ESSA subgroup of African American and Multiracial population goal for 2019-2020 is to increase ELA proficiency from 36% to 42%.
Person responsible for monitoring outcome	Matthew Mclelland (matthew.mclelland@levyk12.org)
Evidence-based Strategy	CMHS will focus on closing the achievement gap among our ELA Lowest 25% of students along with the specialized core focus on our African American and Multiracial population of students by; setting high expectations to provide a rigorous deep curriculum. Making the focus a schoolwide responsibility. Provide Profesional Development for staff members in cultural Competence through FDLRS. Focus on the implementations of UDL in every classroom. Using test data and other research-based strategies on students' performance to inform instruction. Provide safe and orderly learning environments for all students and educators. Linking school and home involvement though our 2019- 2020, Parent and Family Engagement Plan. Deepening ongoing Professional Development through content area collaborations. Motivating and engaging students through culturally relevant activities and instructional strategies.
Rationale for Evidence-based Strategy	CMHS understands the need to successfully educate all of our students to proficiency levels and beyond to better support our community and the future of our students. The consistent trend of scoring below state levels in these areas continues to be an issue for our school and our community in which we are committed to making a change for the better. The strategies we have focused on are research-based proven strategies through the National Education Association (NEA) who "the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States." (nea.org, 2019)
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrator/educator data chats and teacher/student data chats to analyze and build an understanding of students mastery of standards. 2. Reading Coach Data Room- Reading Coach will build a data room for team analysis with a focus on subgroups of African American and Multiracial students. 3. ELA instructional staff will work with Rhonda Clyatt (NEFEC, instructional specialist), to plan, analyze data, align standards, set rigorous goals, growth analysis, constructive discussion of progress, and reflection with leadership teams. 4. ELA CADRE (grades 6-10) will meet to focus on ESSA subgroups of African American and Multiracial students for the cultural relevant text, high interest engaging content and

activities incorporated into instructional lessons to create more inclusive classrooms.

5. Professional Development Opportunitites to ensure lessons and assessments are rigorous and aligned to the state curriculum standards, creating a schoolwide level of responsibility for success.

6. POW WOW-team meetings scheduled to "Work On The Work", Sept 18th, October 23, and January 29th from 3:30 - 6:30 pm for the purpose of planning, data analysis, instructional engagement and activities, establishing more inclusive classrooms and culturally relevant materials, along with establishing the right mindset that all children can learn and grow.

7.) Provide PD in "Cultural Competence" through FDLRS that directly aligns to culturally relevant materials to both applicable Sub-Groups (Black and Multiracial Students).

8.) Provide PD in UDL strategies and implementation within the classroom and lesson plans.

Person

Responsible

Matthew Mclelland (matthew.mclelland@levyk12.org)

#2	
Title	Science Proficiency
Rationale	Chiefland Middle High School's State achievement levels for Science shows a trend of continuously scoring below state levels. 2018- 2019 school year 54% versus the state average of 69%. 2018-2019 school year proficiency level of 49% versus the state average of 67%. The subgroup of African American and Multiracial student population at CMHS scored a 24% proficiency level on the state assessment.
State the measurable outcome the school plans to achieve	The target for the 2019-2020 school year is to increase Science achievement from the 2018-2019 54% to 60% proficiency level. The ESSA subgroup of African American and Multiracial population goal for 2019-2020 is to increase Science proficiency from 24% to 30%.
Person responsible for monitoring outcome	Matthew Mclelland (matthew.mclelland@levyk12.org)
Evidence-based Strategy	CMHS will focus on improving our state Science proficiency levels along with the specialized core focus on our African American and Multiracial population of students by; Setting high expectations to provide a rigorous deep curriculum. Making the focus a schoolwide responsibility. Using test data and other research-based strategies on students' performance to inform instruction. Provide safe and orderly learning environments for all students and educators. Linking school and home involvement through our 2019- 2020, Parent and Family Engagement Plan. Deepening ongoing Professional Development through content area collaborations. Motivating and engaging students through culturally relevant activities and instructional strategies. Provide Professional Development for staff members in cultural Competence through FDLRS. Focus on the implementations of UDL in every classroom.
Rationale for Evidence-based Strategy	CMHS understands the need to successfully educate all of our students to proficiency levels and beyond to better support our community and the future of our students. The consistent trend of scoring below state levels in these areas continues to be an issue for our school and our community in which we are committed to making a change for the better. The strategies we have focused on are research-based proven strategies through the National Education Association (NEA) who "the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States." (nea.org, 2019)
Action Step	
Description	<ol style="list-style-type: none"> 1. Science CADRE meets quarterly to focus on district assessment data, plan instruction, alignment of standards, and establish content-focused strategies that support the subgroups of African American and Multiracial students in the classroom. 2. POW WOW- meetings with Reading Coach and other content area teachers to create cross-curricular instructional plans, connecting science units to reading informational standards, analyze student growth, establish a schoolwide mindset that all children can learn. Also, to include team collaboration time for planning, standard prep, and alignment' 3. Professional Development to drive diverse, rigorous, standards-based focused lessons that create culturally relevant resources for instruction with high interest, engaging activities for learning.

4. School-based Science Lead Team with administrators will plan, present, and implement an all-inclusive focus on the alignment of Science standards across grade levels with a focal point on the bottom quartile and subgroups at CMHS
5. Mastery Connect assessments will be used by Science teachers and Administrators for data tracking.
6. Provide PD in "Cultural Competence" through FDLRS that directly aligns to culturally relevant materials to both applicable Sub-Groups (Black and Multiracial Students).
7. Provide PD in UDL strategies and implementation within the classroom and lesson plans.
8. Science teachers will provide data chats with students to provide one on one individual goal setting and planning with each student to analyze students success and struggles on content standards.

Person Responsible Matthew Mclelland (matthew.mclelland@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

As established in our Parent and Family Engagement Plan for the 2019- 2020 school year, CMHS plans on building positive relationships with parents, families, and community stakeholders by our commitment and assurances set forth in the plan. Studies have shown that when families are engaged in their children's education the students' achievement increases and drop-out rates decrease. Parents, students, and community stakeholders will be partners with CMHS by working together sharing their knowledge and helping to make decisions, determination of goals, and outcomes for student's success. We will continue to send home Positive Postcards to acknowledge great student behaviors and successes. We will offer phone conferences to accommodate families/guardians who are unavailable to meet in person. We will work to provide an initial contact home to be positive through phone calls, emails, and social media accounts. We will have afternoon conference sessions for students that are performing below grade level or in danger of failing, attendance, and behavior concerns. As well as, scheduled parent/teacher conferences to assure family engagement and alignment in our goal to educate each student to the highest expectations and standards available. CMHS will reach out to our community stakeholders for assistance and involvement to create and implement reward programs for our students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

CMHS has a parent night for students in grades 6-12. Students meet their teachers, get their schedules, and find out what is expected and offered at the respective school. We also host a senior night several times during the year to educate parents and students about requirements and options. There is a question and answer session at each meeting. Each cohort has additional meeting opportunities throughout the year with teachers and school counselors. In addition, the high school hosts a 9th-grade orientation. Students from the middle school visit programs and meet teachers to decide which programs they would like to apply. The middle school hosts summer bridge that enables 5th-grade students to visit the middle school for four days to help ease their fears and get acquainted with how the middle school runs. Both 6th and 9th grade have transition meetings for students with special needs where teachers, administration, and school counselors are involved in preparation for the transition needs of students. At the beginning of school, the School Counselor meets with all eighth-grade students earning ninth grade credits to discuss the privilege and responsibility of earning high school credits while in middle school. A question and answer time is included and follow up is done throughout the year. CMHS will meet the social-emotional needs of our students by providing School Counselors and Mental Health Clinicians who will provide counseling services, BASE Curriculum, and will also provide 5 hours of instruction throughout the school year.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

CMHS holds an annual college and career fair at high school where local businesses, agencies, colleges, and universities are invited to attend and present information to our students. Students are given the opportunity to explore career interests and learn about skill sets and education needed for particular careers. Academic advising for dual enrollment students provides information for the student regarding post-secondary opportunities and career options. Student schedules are reviewed at least two times per year to ensure students are on track for graduation, industry certification, Vocational Rehabilitation, and Bright Futures. Parents and students participate in a registration night where they meet the guidance counselor and graduation coach to review course opportunities. CMHS offers elective career classes to the interested student in grades 9-12 to do career research, interest inventories and personality tests in an effort to do effective career exploration that suits individual future success. SWD students are being taught on Florida Access Points Standards within the general education classroom. SWD are provided training and guidance through our District Transition Specialist who offers assistance with post-secondary, career and college opportunities along with making connections with local business partners to build long term relationships and work opportunities for students. School Counselors will provide career and post-secondary information annually. General Education teachers will be provided support and training to assist, plan, teach, and assess all students within the classroom on Florida Access Points Standards.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Integration of federal, state, and local initiative occurs through continuous collaboration of school and district staff. Instructional leaders meet at least monthly to review data as well as needs assessments. Students benefit from the coordination of services from a multiplicity of funds including but not limited to, Title 1, part C Migrant programs, Title III, Title II, Title IV, Title IX, and Title I Part A funds.

IDEA funds support school personnel to provide services to students with disabilities, curriculum, and supplies least restrictive environment. Additional support provided to the school are but not limited to CARD, VR, Regional Local Assistive Technology Specialist, MTSS/Rtl State Project and PS/Rtl Technology & Learning Connections. SEDNET and FDLRS train teachers in the most effective strategies for instructing students with needs. The District Licensed Psychologist and School Social Worker will identify and evaluate the needs of students with behaviors challenges and coordinate support to the students.

Administrators meet monthly to discuss utilization of resources and services from agencies and the district in order to train, coordinate, and supplement instruction so students make educational gains.

Data reviewed and used to make decisions include: Florida Assessment of Reading (FAIR), Scholastic Reading Inventory (SRI), I-Ready Diagnostic for ELA and Math Grades 6-8, Reading Progress Indicator (RPI), and classroom tests/quizzes/projects. Data chats will be conducted with the MTSS/Rtl team as needed. The K-12 Reading Grant helps funds reading coaches and provide professional development as indicated by K-12 Reading Plan.

Carl Perkins Secondary and Rural/Sparsely Populated projects support the enhancement of services to students in career and technical education programs by purchasing supplementary supplies, equipment, and software for CTE students. Professional development for CTE teachers is provided through collaboration with this project. Industry certifications, travel costs, and other fees are supported through the coordination and integration of these funds.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

An annual college and career fair is held at the high school. Local businesses and agencies, as well as colleges and universities, are invited to attend. Students are given the opportunity to explore career interests and learn about skill sets and education needed for particular careers. Academic advising for dual enrollment students provides information for students regarding post-secondary opportunities and career options. Student schedules are reviewed at least two times per year to ensure students are on track for graduation, industry certification, and Bright Futures. Parents and students participate in a registration night where they meet the guidance counselor and 8th-grade teachers to review course opportunities to include Career and Technical Education programs registrations. CMHS offers elective career classes to interested students in grades 9-12 to do career research, interest inventories and personality tests in an effort to do effective career exploration that suits individual future success. SWD students are being taught on Florida Access Points Standards within the general education classroom. General Education teachers will be provided support and training to assist, plan, teach, and assess all students within the classroom on Florida Access Points Standards. CMHS participated in a Summer Bridge program where new 6th graders spent 4 days with certified teacher and support staff learning the Middle School layout, organization strategies, and middle school policies and expectations to better prepare them for the transition from Elementary School to Middle School. School Administrators, Lead Team members, and the School Advisory Council will be responsible for meeting monthly to inventory, problem solve and make decisions on how to apply current and future resources for the highest impact and success of CMHS.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Lowest 25 Percentile	\$0.00
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2	III.A.	Areas of Focus: Science Proficiency	\$0.00
Total:			\$0.00